**CURIOSITY K-4**

Some Guiding Questions about **The Curiosity Project ...**

**What works?**

* Curiosity leads to creativity and innovation (2)
* Levels the playing field between students- gives everyone an opportunity for success (2)
* Introducing the project by interviewing curious adults (2,K)
* The reflective piece of this project (2,K)
* Having a rubric to follow throughout the project (2)
* Using the project to motivate and inspire learning (1,K)
* Students create hopes and dreams...use this to create ideas for a project (1)
* Giving students choice (4)
* Having some sort of culminating project (4)
* Public speaking opportunities (4)
* It’s meant to be non-stressful (4)
* The whole process is laid out, very structured but students are given a lot of freedom (4,K)
* Rubric helps keep students accountable (4)
* Phrasing topics as questions (4,K)
* Kids are helped to narrow topics and really focus (4)

**What is exciting?**

* This is an opportunity for students to shine in a way that we wouldn’t normally see (2,K)
* A great way for students to embark on something that interests them (2)
* Exciting opportunity for us to learn about our students, and what they know (2)
* Academic choice is motivating and they will feel invested in the project (2)
* Learn more about our students on different levels (1)
* Students get to initiate their own learning in purposeful, meaningful ways (1,K)
* Supports differentiation (1)
* Supports creating information for a global audience (1,K)
* Challenge for highly efficient students to go to the next level, go deeper (1,K)
* Curiosity notebooks (1,K)
* Students had to defend their choices and convince others (4)
* Could we integrate Curiosity into our Chapel Theme for next year? (4,K)
* We’ll be able to do this even better because we’ll have the advantage of teachers from different disciplines working together (4)
* Kids can learn from each other’s presentations - both about the topic as well as the process (4,K)

**If you wanted to use this template, how would you adapt it?**

* Could the presentations be in a “fair” format? (like science fair) (4)

**What aligns with our Strategic Goals?**

**What skills are the students learning?**

* Self-directed learning (2)
* Problem solving (2)
* Failure and perseverance (2)
* Willingness to take risks (2,K)
* How to ask questions and dig deeper (2,K)
* Collaboration/Compromising (1,K)
* Organizational Skills (Curiosity Notebook) (1,K)
* Planning/Predicting (1,K)
* Prioritizing (1)
* Reflection/Self-Awareness (1)
* Developing individual ideas (1)
* Time management (1)
* Self reflection (s)

**Is it "worth the time" to use our Friday time block to pursue an interest?**

* Yes- and it is really neat that all of our faculty can connect with students in different ways than during the rest of the week (2)
* This seems worthwhile because we are not teaching them *what* to learn, but *how* to learn (2,K)
* It is good for us to have our expertise put to good use...art-Mr. Russell...research- Mrs. Gray...plays- Ms. Kingsley...writing-Lisa Keeler (1,K)
* Yes, but we should reevaluate and monitor it on an ongoing basis. We need to model the entire process first...maybe 4 weeks and then they begin their own project. (1)

**What questions do we have about this?**

* How much of this is done at home, and how much is done at school? Will it be done throughout the week, in addition to Fridays? (2)
* What will we do to educate parents that the PROCESS is more important than the product, and what they can/can’t do to help? (2)
* How will we scaffold this for the students- will we begin with shorter projects, leading up to a 6-wk project? (2)
* What technological demands will be on our system, if everyone is using bandwidth for research purposes? What will IT support look like on Fridays? (2)
* How do we feel about collaborative projects- partnerships? Trios? If students collaborate, how will we be mindful about the way their groups are made? (2)
* What other schools are using the Curiosity Project, and what can we learn from them? (2)
* What is the best way to balance structure and autonomy for our students? (2)
* How do we focus more on the process...the three D’s? (1)
* How do we work on time management? What if a person/group finishes early? Do they begin a new project? (1)
* Where will we keep projects? (1)
* What type of parent education will be provided? (1)
* Would it be possible for students to work with students from another grade level? (1)
* 6 weeks is not long enough, should be a trimester (3)
* There should be more questions than answers.... Answer questions with another question (3)
* How do we manage 48 different projects (3)
* specials role is just as another facilitator of learning. Each teacher regardless of their
* area in the school can be an expert in an area that may not be related. (3)
* an interest could carry on for 12 weeks or be as short as one day (3)
* does putting a time frame limit student learning? Would it contradict purpose of Friday? (S)
* teachers need to see themselves as learners, along with the students (3)
* the teacher is not the expert, the teacher can learn along with the student (3)
* what do I do with what I’ve learned? How do I apply my new knowledge to the real world? (3)
* how do students share their knowledge (3)
* Without predefining the learning process, how do we define what students are held accountable for (3)
* ask the children how they feel comfortable sharing the information at the end (3)
* as a school, are we expecting any skill level to be acquired or learned during this project process? (3)
* How would parents be informed about this project/what is being done on Fridays? (S)
* do we need a scaffolding of skills which would be embedded in our regular curriculum? (3,K)
* The projects do not always have to be individually based. We could have a school-wide project. (3)
* Can the level of choice vary between projects? For example, a topic could be completely student chosen, and we could use that opportunity to teach process skills - research, writing, presentation…. Another project could be theme-based - all students working under the umbrella of one theme, but each could
* choose a topic within the theme (as well as the means of presentation. (4)
* How will performances and Grandparents Day relate into Fridays? Could this be an opportunity for learning from other disciplines to be integrated into the performances? (4)
* Will these Friday projects be process or product based, or both? (4)
* Can parents be used as expert resources? (3,)

**Please record your feedback in this Google doc.**

**Please mark (K,1,2,3,4 or S) after your entries.**

**You may respond as a team or as individuals.**